

# Eligibility Criteria Deafness

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

## State Definition

“Deafness” means a hearing impairment that is so **severe** that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.

## District Eligibility Criteria

### Audiological Criteria

A hearing loss must exist as identified by the educational audiologist. The team will use the State definition in determining the category of deafness vs. hearing impairment. Please check one of the following.

- |   |   |  |
|---|---|--|
| Y | N |  |
|   |   | The audiological evaluation documents a hearing loss of (must be 71 dB loss or greater): |
|   |   | 0 - 20 dB Normal (Not eligible)  |
|   |   | 21 - 40 dB Mild loss: Hearing Impairment   |
|   |   | 41 - 55 dB Moderate loss: Hearing Impairment   |
|   |   | 56 - 70 dB Moderately Severe loss: Hearing Impairment                                    |
|   |   | 71 - 90 dB Severe: Deafness  |
|   |   | 91+ dB Profound: Deafness  |

### AND

### Educational Criteria

Delays/gaps must be found in one or more of the following areas to qualify for hearing impairment services

- |   |   |  |
|---|---|--|
| Y | N |  |
|   |   | Auditory Functioning – speech perception, speech discrimination, sound localization, visual attention to details, etc.   |
| Y | N |  |
|   |   | Communication Skills – articulation, receptive and expressive language abilities, pragmatics, speech, reading, and oral skills.  |
| Y | N |  |
|   |   | Alternative communication mode, language or system (i.e. ASL, ESL, SIMCOM....) is needed to have access to the communication for age-appropriate social opportunities, access to peers/adults, and the educational curriculum. |
| Y | N |  |
|   |   | Academic skills are below average in reading, writing, or mathematics.   |
| Y | N |  |
|   |   | Functional skills/coping skills – self-advocacy, social interaction skills, adjustment to disability, amplification use and maintenance, etc.  |

Exclusionary Factors

- |   |   |  |
|---|---|--|
| Y | N | The student's evaluation results are not better explained by another categorical disability area.  |
| Y | N | The child's functional levels are caused by factors other than environmental, cultural or economic influences, or a history of inconsistent educational program. |

Findings

- |   |   |  |
|---|---|--|
| Y | N | The audiological and educational criteria have been met, and exclusionary criteria have been ruled out, signifying the student has deficits in the domain of hearing. Deficits in other domains may also be present. |
| Y | N | The deficits adversely affect the student's educational performance at school.   |
| Y | N | The student requires specialized instruction to address the adverse effects* of hearing deficits by a Teacher for the Deaf/Hard of Hearing.  |
| Y | N | All of the boxes above are checked 'Y' indicating the student is eligible for specialized instruction under the categorical disability Deafness.   |

\* Adverse Educational Effect – In determining whether a deficit adversely affects a student's educational performance at school, the following domains should be considered: academic achievement, functional performance, social interaction, and behavioral functioning.